

STUDY AND PROPOSAL TO IMPROVE THE MOTIVATIONAL PROFILE OF STUDENTS OF COMPULSORY SECONDARY EDUCATION

Resumen

El presente estudio tiene un doble objetivo, por una parte, identificar y analizar el perfil motivacional del alumno en varios Institutos de Educación Secundaria y por otra parte, evaluar la relación entre Valor de la materia y expectativas de éxito y las metas adoptadas por el alumnado. Concretamente queremos probar dos hipótesis. La primera pronostica que existe una relación positiva y significativa entre las expectativas de éxito y el valor percibido de la materia, mientras que la segunda hipótesis pronostica una relación positiva y significativa entre el valor y las expectativas de éxito con las metas centradas en el dominio; y viceversa, una relación negativa y significativa entre el valor de la materia y las expectativas de éxito con las metas centradas en el mínimo esfuerzo.

La muestra está formada por 74 alumnos, y el análisis se ha realizado a partir de tres cuestionarios, basados en el Modelo de Calidad Situación Educativa (MOCSE) (Doménech Betoret & Abellán Roselló, 2017) Tras la obtención de los resultados y su posterior tratamiento estadístico, podemos afirmar que existe relación positiva y significativa entre las expectativas de éxito, el valor de la materia y las metas centradas en el dominio; y relación negativa y significativa entre las expectativas de éxito, valor de la materia y metas centradas en el mínimo esfuerzo. Lo cual nos permite afirmar que a mayor intención de aprender mayor implicación de los alumnos.

Palabras clave: motivación escolar, valor de la materia, metas, expectativas de éxito, educación secundaria.

Abstract

The purpose of this study is twofold. Specifically, we want to test two hypotheses. The first predicts that there is a positive and significant relationship between the expectations of success, and the value of the subject. In contrast, the second hypothesis is a positive and significant relationship between the value and expectations of success with goals focused on the domain; however, a negative and significant relationship in the value of the subject, and the expectations of success with the goals focused on the minimum effort.

The sample consists of 74 students, and the analysis made from the questionnaires, is based on the Educational Situation Quality Model (MOCSE) (Doménech Betoret & Abellán Roselló,

2017). Statistically, we can affirm that there is a positive and significant relationship between the expectations of success, the value of the subject and the goals centered in the domain. The negative and not significant relationship between the expectations of success, and the value of the subject and the goals focused on the minimum effort. This allows us to affirm that the greater intention students have, the greater involvement they will show.

Keywords: school motivation, value of the subject, goals, expectations of success, secondary education.

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1. INTRODUCTION

The present study has a double objective. On the one hand, assess the motivational profile of the students in the class using as indicators the expectations of success and the value of the subject; and on the other hand, to evaluate the relationship between the value of the subject and expectations of success and the goals adopted by the students.

Specifically we want to test two hypotheses. The first predicts that there is a positive and significant relationship between the expectations of success and the perceived value of the subject, while the second hypothesis predicts a positive and significant relationship between the value of the subject and the expectations of success with the goals focusing on the domain; and vice versa, a negative and significant relationship between the value of the subject and the expectations of success with the goals focusing on the minimum effort.

For this study, we will take as reference the Model of Quality of the Educational Situation (MOCSE), designed by Fernando Doménech Betoret (2018). It is a theoretical model that tries to explain in a coherent manner the functioning of a formal educational situation, organizing and analyzing the main variables involved in learning.

2. METHOD

Sample

74 GCSE students

Secondary Education
High Schools

Nationalities



37 men



37 women



4 High Schools



86,5% spanish

Procedure

Stage 1: Questionnaire of personal and contextual supports (December)

Stage 2: Questionnaire of intentionality and involvement (January)

Measuring tools

23 items

Likert scale type

1 totally disagree-6 totally agree

-Value of the field: What utility does this subject have for you?

-Success expectations: Do you believe that you are going to be capable of dominating this subject without problem?

-Goals focused on the domain: My goal in this subject is to progress and acquire new knowledge.

-Goals focused on avoidance of effort: My goal in this subject is to look for short cuts to overcome it with the least possible effort.

Statistics

SPSS



Alpha de Cronbach –validity and reliability

Pearson's bivariate correlations - variables

5. REFERENCES

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3. RESULTS

3.1 Descriptive analysis

Scales and factors	No. items	Average	S.D.	Alpha de Cronbach
Factor value of the subject	4	4.53	1.02	0.887
Factor expectation of success	10	4.2	1.17	0.959
Factor goals focused on the domain	5	4.31	0.80	0.894
Factor goals focused on avoidance	4	2.99	1.46	0.807

Averages are highly positive for all analyzed factors, which suggest a satisfactory motivational climate



3.2 Corrections between variables

HYPOTHESIS 1: Pearson correlational analysis, with the purpose of knowing if factors of value of the subject and success expectations are related. There is a positive and significant relationship between these variables. There is a significance of 0.582**.

Scales and factors	Value of the subject	Expectation of success
Goals focused on the domain	.457**	.257*
Goals focused on avoidance	-.222	.011

HYPOTHESIS 2: Positive and significant correlations have been obtained between the variables goals focused on the domain, value of subject and expectations of success. And negative and significant correlations have been obtained between the variables goals focused on the avoidance, value of the subject and expectations of success.

4. DISCUSSION AND IMPROVEMENT PROPOSALS

The objective of this research consisted, on the one hand, in evaluating the motivational profile of the students taking as indicators the expectations of success and the value of the subject, and on the other hand, to examine the relation between value of the subject and expectations of success and the goals adopted by the students.

The results of this research conclude, as we hoped, a positive and significant relationship between the expectations of success and the perceived value of the subject. And a positive and significant relationship between value of the subject and expectations of success with the goals focusing on the domain; and on the other hand, there is not significant relationship between the value of the subject and the expectations of success with the goals focused on the minimum effort.

IMPROVEMENT PROPOSALS

Motivational constructs	Theory/Model/Author of reference	What to do? Action proposal
Value of the subject	Expectation-value theory (Petrinich, 1999; Petrich & De Groot, 1990; Eccles & Wigfield, 2002).	To explain the value and utility of the subject in the presentation of the program of the subject.
Success/result expectations	Expectation-value theory (Petrinich, 1999; Petrich & De Groot, 1990; Eccles & Wigfield, 2002).	To promote academic self-efficacy and self-competence, generating expectations of success, not failure.
Knowledge goals	Bandura self-efficacy theory (1997). Goal of achievement theory (Ames, 1982; Dweck & Leggett, 1988; Nicholls, 1989).	To promote learning goals focused on the domain (intrinsic motivation).
	Types of goals: -Domain goals (objective: to domain the subject)	



LIMITATIONS

* Small sample and not representative (diversity of nationalities, different grades, etc.)

* Extracted from a specific sociocultural context (public high schools) in the province of Castellón and Teruel.

* Inability to control the involvement of students at the time of answering the questionnaires.

Referencias bibliográficas y Anexos

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